



TIME

October 7, 2009

9:00 am – 11:45 am

(Join us for lunch after the session.)

LOCATION

ESU 6, Milford, NE

2009-2010 Sessions:

October 23, 2008

January 21, 2010

April 20, 2010

COST

ESU 6 Title III Consortium—no cost (All expenses are reimbursable through Title III for districts in the ESU 6 Title III consortium.)

non-ESU 6 Title III Consortium - \$22

Welcome! The ELL Network is a forum for district personnel responsible for ELL programs and instruction to discuss pertinent issues, share and explore resources, and network with colleagues.

These sessions are the primary means of sharing information throughout the ESU 6 Title III Consortium; however, we welcome all districts and personnel!

October 7, 2009

9:00 Welcome (purpose, overview, introductions)

Essential Questions for Discussion:

- How can teachers in mainstream classrooms differentiate for ELLs?
- What kind of support do we, as ELL teachers, need to provide to help support our mainstream teachers as they have English Language Learners in their classrooms?
- What is our district data telling us about the progress of our ELLs and thus, the success of our instructional programs?

Discussion & Updates:

- ELDA Updates, Q & A with Nancy and Terri
- LEP / Poverty Plans, Krista Kjeldgaard
- Budget & Program
 - Title III Balance & 09-10 Budget
 - Program Descriptions
 - Requesting Title III funds
- Future opportunities
 - OPS Fall Conference: October 17
 - McREL: October 21-22

Featured Resources:

- Kevin Feldman Listserv: <http://www.scoe.org/pub/htdocs/reading-language-about.html>
- Larry Ferlazzo : Twitter (Larryferlazzo)
- Various websites: www.delicious.com/jmadi/esu6ell
- Rosetta Stone
- *Be sure to review our consortium resources. All materials are available for check out! If you want something that we don't have currently, just ask!*

11:45 Adjourn:

Classroom Instruction that Works with English Language Learners

TIME

October 21-22, 2009

9:00 am – 3:00 pm

LOCATION

ESU 6
210 5th Street
Milford, NE 68405
402.761.3341

COST

ESU 6 Title III Consortium
District Personnel – None
(Funded through Title III)

Non-Member Personnel - \$92
(includes fees, materials, lunch
for both days)

EXPENSE REIMBURSEMENT

ESU 6 Title III Consortium
districts may be reimbursed for
substitute pay and mileage to
and from the workshop.

REGISTRATION

www.esu6.org



CANDACE HYATT is a Lead Consultant in the Curriculum and Instruction department at Mid-continent Research for Education and Learning (McREL). She conducts workshops and training and provides technical assistance for K-12 teachers and administrators on research-based instructional strategies for all students, with a special focus on teaching English Language Learners. Prior to her work at McREL, Candy was a middle school teacher, elementary and secondary building principal, and district level program manager.

Candace Hyatt will facilitate our study of effective classroom strategies based on *Classroom Instruction that Works with English Language Learners* (Hill & Flynn, 2006). During the two-day workshop, Hyatt will engage participants with practical applications of the research-proven strategies:

- The Stages of Second Language Acquisition
- Setting Objectives and Providing Feedback
- Nonlinguistic Representation
- Cues, Questions, and Advance Organizers
- Cooperative Learning
- Summarizing and Note Taking
- Homework and Practice
- Reinforcing Effort and Providing Recognition
- Generating and Testing Hypotheses
- Identifying Similarities and Differences

This workshop is specifically geared for general education teachers of all grades with ELLs in their classrooms; however, ELL teachers, administrators, and any district personnel who work with ELLs will find the information and strategies practical, effective, and engaging.

Omaha Public Schools

Department of Curriculum and Learning - Office of English as a Second Language

ESL/Migrant/Dual Language/World Languages Fall Conference:

21st Century Strategies for Language Learners

Saturday, October 17, 2009

8:30 a.m. -3:00 p.m.

Omaha Public Schools – TAC Building - 3215 Cuming Street, Omaha

Over 70 sessions including:

- Preparing Language Learners for the Literacy Demands of the 21st Century
- SIOP Model • Technology in World Languages • Using Animated Literacy
- Ideas in Reading and Writing for Early Childhood • Programming for Migrant Students
- Working with Refugee Students • Creating a Classroom of Authors
- Experiences from Abroad • Language Disability or Difference • SKYPE
- Effectively Utilizing the Paraprofessional • Dual Language Programming
- Guided Reading • Effective ESL Resource Programming • Math Literacy for ELLs
- Student Panels • Daily 5 • Word Work • Culturally Relevant Instruction
- Using Music to Motivate Students • Developing Comprehension Skills
- Students as Writers • How to Use Reader and Writer Workshops • Using Angel
- Writing Ideas that Create Enthusiastic Learners • Connecting with Latino Parents
- many others
- 25 + vendors

Keynote Presenter: Angela Maier



Angela Maier has worked 22-years in education as a classroom teacher and an independent consultant. She worked with District teachers extensively in the past including this summer during the OPS Summer Institute on literacy and deeper understandings around fiction and non-fiction. She was the popular key-note speaker at the OPS ESL Fall Conference – 2007 and 2008.

Free to OPS staff.

Only \$49.00 for Non-OPS Guests. \$19.00 for undergraduate students.
Includes continental breakfast and lunch.

You can get more information or register by calling Claudia Zauha at 402- 557-2451 or emailing her at claudia.zauha@ops.org

Omaha Public Schools

Department of Curriculum and Learning - Office of English as a Second Language

An Invitation to Teachers, Paras, and Administrators:
ESL/Migrant/Dual Language/World Languages
Fall Conference:

21st Century Strategies for Language Learners

Saturday, October 17, 2009

Saturday, October 17, 2009

Omaha Public Schools - 3215 Cuming Street, Omaha, NE

8:30 a.m. (Registration and Continental Breakfast)

9:00 a.m. – 3:00 p.m. Conference

Yes! Please register the following for the ESL Fall Conference on Saturday, October 17, 2009.

School _____

District _____

Name	Position	E-mail

Please send this form to:

Claudia Zauha –OPS – 3215 Cuming Street, Omaha, NE 68131
or FAX to 402-561-6076 by October 15, 2009

If you have any questions, contact Claudia at 402-557-2451 or claudia.zauha@ops.org.

Only \$49.00* per participant.
Only \$19.00* for undergraduate students.

Payment (POs, Checks or Cash) accepted at the conference registration.

On-site registration is also available

We are unable to provide refunds.

Make payment to Douglas County School District 001.

***Includes continental breakfast and lunch.**

Fall 2009

ELDA Information/Important Dates

- ELDA Testing Window: Feb. 15-Mar. 26
- Student Demographic Data Upload: Dec. 7
- All students identified as "LEP Eligible" on the NSSRS (Student Template, Field 95) will generate Pre-Id labels for ELDA testing. Labels will need to be accounted for so it is important to make sure data is accurate.
- Districts have the opportunity to review the ELL demographic data prior to the upload to MI. This is done through the NSSRS ELDA Labels verification report. Districts can view their NSSRS ELDA labels verification reports as soon as they have submitted Student and School Enrollment Templates. Work with your district staff responsible for entering data on NSSRS to review the ELDA Labels Verification Report.
- Districts have already been asked to provide a DAC (District Assessment Contact) and an optional additional ELDA contact.
- No "ordering" site this year. Districts may email the ELDA Help Desk directly for special orders like Braille or large print tests. Cassette or CD orders will default to type of media ordered last year.
- Security agreements outlining the proper handling of the ELDA will need to be signed and returned.
- Answer documents will look somewhat different this year. Some fields have been eliminated. Language has been added to make the accommodations field more user-friendly. A field has been added for the purpose of marking a reason the student was "not tested".
- ✱ Scoring rules regarding state testing will also apply to ELDA.
 - Emergency medical waivers will be granted only through the Statewide Assessment Office
 - No longer enrolled (moved) is a waived score
 - Parent/student refusal is a zero score
 - Student absent for entire window is a zero score
- ELL Accommodations for NeSA
 - Look on the NDE website under Standards and Assessment. Click on Assessment A-Z List. Click on Approved Accommodations Document. (Document under SAA-4 is only draft and is not the latest version.)
 - Coming soon: Longer accommodations document with detailed explanations about assessment of ELLs and appropriate accommodations

Questions

not necessarily
the primary
ELDA

All orders
through NSSRS



2009-2010

Nebraska State Accountability (NeSA) Scoring Rules

These rules apply to NeSA-Reading, NeSA-Writing, NeSA-AA (Alternate), English Language Development Assessment (ELDA), NeSA-Mathematics (in 2011) and NeSA-Science (in 2012).

NeSA is a system of state tests and the tests are scored by vendors. The scores are inserted by NDE into the NSSRS for statewide calculations, and the scoring rules may differ from those used by districts in local assessment.

The Nebraska Student and Staff Record System (NSSRS) will be expecting a test score for all students required to be tested in the accountability system including all NeSA tests listed above. Test scores will be reported to parents in individual progress reports.

The following scoring rules apply to all students, including those with disabilities or those learning the English language. The scoring rules will be applied during the 2009-10 school year.

1. All enrolled students in required grade levels are to be included in Nebraska State Accountability in one of three ways:
 - NeSA – General education tests
 - NeSA – General education tests with approved accommodations
 - NeSA – Alternate Assessment
2. If enrolled students are not tested, the district must account for the reason why a student is not tested:
 - Emergency medical waiver-granted only through the Statewide Assessment Office (waived score)
 - Recently arrived limited-English speaking students who have attended schools in the U.S. for less than 12 months (waived score for reading test only).
 - Parent refusal (zero score)
 - Absent for entire window (zero score)
 - No longer enrolled (moved-waived score)
3. All students will be tested at grade level.
4. Students will receive scores only on the items that are completed. Incomplete items will count as incorrect items.
5. Students will be considered a participant for AYP or in AMAOs if they respond to at least one question or prompt.
6. If a student is given an out-of-level test, the student will receive a zero. He/she will not be counted as a participant for AYP or in AMAOs.
7. If teachers modify the test, all resulting scores are zeros.
8. If a parent refuses (in writing) to allow a student to participate in a test, the student will receive a zero score and non-participant status in AYP/AMAOs.
9. Students will be able to receive accommodations as outlined in their IEPs and as allowed by the *Nebraska State Accountability Approved Accommodations Document*. (Attachment F)



B. The New Alternate Assessment: Nebraska State Accountability Alternate for Reading (NeSA-AAR)

In order to be consistent with the NeSA-R test for general education students and to meet federal requirements, a new Alternate Assessment for reading (NeSA-AAR) has been developed and field tested. This test has been designed for students with severe cognitive disabilities or multi-handicapping conditions, generally less than 1% of the overall student population.

The NeSA-AAR is a test of appropriate tasks, summative in nature and provides a single snapshot of performance. The test was field tested during the same spring field test window in 2009 as was the NeSA-R for general education. The test will be a requirement for students with severe cognitive disabilities or multi-handicapping conditions beginning in the spring of 2010, and needs to be specified as a requirement in a student's IEP.

Districts may access the NeSA-AAR mini tests, Tables of Specifications, and Performance Level Descriptors by clicking on <http://www.nde.state.ne.us/assessment/> or <http://www.nde.state.ne.us/assessment/ReadingTestDevelopment.htm>

As with the NeSA-R for students in general education, the alternate assessment will be administered between **March 29-April 30, 2010**. This is a five-week administration window. Various trainings on the alternate assessment will be provided in the 2009-10 school year. Specific training will be provided in conjunction with the "Chats", scheduled as follows:

- December 8 - Beatrice - ESU 5
- December 15 - Kearney - ESU 10
- December 16 - Ainsworth - ESU 17
- January 6 - Norfolk - Life Long Learning Center
- January 7 - Omaha - ESU 3
- January 20 - Scottsbluff - ESU 13
- January 21 - North Platte - ESU 16

The NeSA-AA training will take place in the afternoon following the morning "Chats."

C. Students Learning the English Language

Who are English Language Learners?

According to NCLB, English Language Learners (ELL) are those students who have a native language other than English, **OR** who come from an environment where a language other than English has had a significant impact on their level of English proficiency, **AND** whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state's proficient level of achievement on state assessments, (ii) the ability to successfully achieve in classrooms where the language of instruction is English, or, (iii) the opportunity to participate fully in society.

Each district with ELL students should have a written operational definition used for determining services and meeting Office of Civil Rights requirements.

Note: Foreign exchange students are NOT considered as ELL students and should be included in the state assessment process.

Including ELL Students in the Nebraska State Accountability (NeSA) Process

Both state and federal laws require the inclusion of all students in the state testing process. ELL students must be tested in NeSA. Districts should review the following guidelines:

- NCLB requirements allow appropriate testing accommodations for all ELL Students.
- In determining appropriate accommodations for students in the NeSA system, districts should use the newly developed Nebraska State Accountability Approved Accommodations Document, included as Attachment F in this Update. The document may also be accessed at the following web site:
<http://www.nde.state.ne.us/assessment/AssessmentAtoZ.htm>
Districts must be aware of the difference between accommodations and modifications.



Important Note

For students learning the English language, accommodations are changes to testing procedures, testing materials, or the testing situation that allows the student meaningful participation in an assessment. Effective accommodations for ELLs address the unique linguistic and socio-cultural needs of the student. Accommodations for ELL students may be determined appropriate without prior use during instruction throughout the year.

Modifications are adjustments or changes in the test or testing process that change the test expectation, the grade level, or the construct or content being measured. Modifications are not appropriate in NeSA.

- If in a review of the accommodations document, districts identify an accommodation that should be considered for addition for ELL students, the district should contact Nancy Rowch, Director of Equal Educational Opportunity Programs, (402) 471-2477, or Pat Roschewski at the Statewide Assessment Office (402) 471-2495, at the Nebraska Department of Education.

Guidance for Recently Arrived Limited English Proficient Students (formerly referred to as New Immigrant Students)

Recently Arrived Limited English Proficient Students are defined by the U.S. Department of Education as a student with limited English proficiency who attended schools in the United States for less than twelve months. The phrase “schools in the United States” includes only schools in the 50 states and the District of Columbia.

The district may exempt a recently arrived limited English proficient student from the **NeSA- Reading test (only) for 12 months or one reporting period**. A district **must** assess the writing, mathematics, and science achievement of a recently arrived limited English proficient student.

For AYP purposes, recently arrived limited English proficient students are counted as having participated in the state’s assessments for purposes of meeting the participation requirement if they take either an assessment of English language proficiency (ELDA) **OR** the reading test (NeSA-R) **AND** the mathematics assessment.

Language Acquisition Testing

As required by NCLB, districts must report the progress of students in attaining English proficiency or language acquisition.

The test provided by the Nebraska Department of Education to test language proficiency is the English Language development Assessment, ELDA. Developed by a consortium of states in the nation, the test, given in the spring, is administered through the services of Measurement, Inc. The 2010 testing window is **February 15 to March 26, 2010**.

It is important to note that the purpose of this test is to determine language proficiency, not the proficiency on reading standards.



2009-2010

Nebraska State Accountability (NeSA) Scoring Rules

These rules apply to NeSA-Reading, NeSA-Writing, NeSA-AA (Alternate), English Language Development Assessment (ELDA), NeSA-Mathematics (in 2011) and NeSA-Science (in 2012).

NeSA is a system of state tests and the tests are scored by vendors. The scores are inserted by NDE into the NSSRS for statewide calculations, and the scoring rules may differ from those used by districts in local assessment.

The Nebraska Student and Staff Record System (NSSRS) will be expecting a test score for all students required to be tested in the accountability system including all NeSA tests listed above. Test scores will be reported to parents in individual progress reports.

The following scoring rules apply to all students, including those with disabilities or those learning the English language. The scoring rules will be applied during the 2009-10 school year.

1. All enrolled students in required grade levels are to be included in Nebraska State Accountability in one of three ways:
 - NeSA – General education tests
 - NeSA – General education tests with approved accommodations
 - NeSA – Alternate Assessment
2. If enrolled students are not tested, they will receive zero scores. The district must account for the reason why a student is not tested:
 - Emergency medical waiver-granted only through the Statewide Assessment Office (waived score)
 - Recently arrived limited-English speaking students who have attended schools in the U.S. for less than 12 months (waived score for reading test only).
 - Parent refusal (zero score)
 - Absent for entire window (zero score)
 - No longer enrolled (moved-waived score)
3. All students will be tested at grade level.
4. Students will receive scores only on the items that are completed. Incomplete items will count as incorrect items.
5. Students will be considered a participant for AYP or in AMAOs if they respond to at least one question or prompt.
6. If a student is given an out-of-level test, the student will receive a zero. He/she will not be counted as a participant for AYP or in AMAOs.
7. If teachers modify the test, all resulting scores are zeros.
8. If a parent refuses (in writing) to allow a student to participate in a test, the student will receive a zero score and non-participant status in AYP/AMAOs.
9. Students will be able to receive accommodations as outlined in their IEPs and as allowed by the *Nebraska State Accountability Approved Accommodations Document*. (Attachment F)

AMAO's (Academic Measurable Achievement Objectives)

NCLB requires that an additional accountability decision be applied to the performance and progress of those students learning the English language. This required Title III decision known as Academic Measurable Achievement Objectives (AMAO) is applied to all districts and Title III consortia. This accountability decision is based upon:

- a) The progress ELL students are making in learning English, as measured by the ELDA.
- b) The number of students becoming proficient in English, as measured by ELDA.
- c) Whether or not the ELL students met AYP.

Questions about any of the information in this section may be directed to:

Nancy Rowch, Director of Equal Opportunity Programs
Phone: (402) 471-2477
E-mail: nancy.rowch@nebraska.gov

NEBRASKA STATE ACCOUNTABILITY (NeSA) APPROVED ACCOMMODATIONS

The purpose of this document is to provide a quick reference for school districts about the following:

- 1) **Test Administration Practices** --- Changes or adjustments in test administration that are appropriate for all students.
- 2) **Test Accommodations** ---

For students with IEPs or 504 plans: Adjustments or adaptations in the test or the testing process that do not change the test expectation, the grade level, or the construct or content being measured. **Accommodations should only be used if appropriate for the student and used during instruction throughout the year.**

For English language learners: Changes to testing procedures, testing materials, or the testing situation in order to allow the student meaningful participation in an assessment. **Accommodations may be determined appropriate without prior use during instruction throughout the year.**

- 3) **Test Modifications** --- Adjustments or changes in the test or the testing process that change the test expectation, the grade level, or the construct or content being measured. **Modifications are not appropriate for state testing.**

Test Administration Practices (appropriate for all students)	
I. Test Administration Practices – includes Nebraska State Accountability (NeSA) Reading, Writing, Mathematics, Science	
1. Test administrator reads directions aloud for student and rereads as needed.	
2. Test administrator provides an audio recording of directions.	
3. Test administrator OR student highlights important information in test directions.	
4. Test administrator simplifies, explains, or clarifies directions in English or native language.	
5. Test administrator provides oral or written directions in native language.	
6. Test administrator provides distraction-free space or alternate, supervised location for student (e.g., study carrel, front of room, alternate room).	
7. Student rereads and/or restates directions in his/her own words.	
8. Student uses page marker (e.g., bookmark or straight edge) to maintain place.	
9. Student marks test booklet (e.g. highlight, annotate, strike-through).	
10. Student reads aloud to self in quiet manner.	
11. Student takes test at home or in care facility (e.g., hospital) with district supervision.	
12. *These tools are available on the Computerized Assessment and Learning (CAL) online system.	
<ul style="list-style-type: none"> • Chooser – an arrow to mark an answer • Highlighter – a tool to highlight a passage or item • Striker – a red line to cross out options • Eraser -- a tool to erase the highlights or striker marks 	<ul style="list-style-type: none"> • Mark for Review – a tool that turns items to yellow to be a reminder to return • Pauses/Resume – a button to pause and begin again • Guideline – a tan bar to keep one's place when reading
New tools are planned for the 2010 year.	

Aiming High

A COUNTYWIDE COMMITMENT TO CLOSE
THE ACHIEVEMENT GAP FOR ENGLISH LEARNERS

Aspirando a lo Mejor

RESOURCE

A SCOE Publication, September 2009



Structuring language instruction to advance stalled English learners

At a conference held at the Sonoma County Office of Education (SCOE) last spring, several speakers addressed the topic of second-language learners who become “stalled” at the intermediate level of language proficiency. When students plateau in their language development and fail to become proficient in English, it is extremely difficult for teachers to help them achieve academically. This is especially true in the upper elementary and secondary grades, where there are large numbers of English learners who have stopped progressing.

Conference speaker Kevin Clark has worked with schools, districts, county offices of education, and state governments on language-focused projects as diverse as two-way immersion, late-exit bilingual, newcomer centers, and structured English immersion programs. He recently studied English learner achievement in over 100 districts and concluded that our current methods of teaching English are yielding “dismal” results.

Clark says that a full 60 percent of the second-language learners in the districts he studied scored at the intermediate or early advanced level on the California English Language Development Test (CELDT). Most of these students had been enrolled in United States schools for more than three years, including many who had been attending American schools since kindergarten. Half of the students were

**These students lack
the fundamental
language skills
to do even near
grade-level academic
course work**

This Aiming High Resource brief is part of an initiative to boost the achievement of English learners. The publication was developed by the Sonoma County Office of Education; Suzanne Gedney, editor.

participating in English Language Development (ELD) programs, but the other half were not. Among older students, many had not attended ELD classes since elementary school.

That these students were also doing poorly in academic subjects that require structurally correct language was no surprise. The vast majority had poor reading comprehension, showed a high incidence of grammatical errors in writing, and scored well below proficient on the STAR tests for their grade level.

"This program effect is sad when students are in the second grade, much worse at seventh grade, and nothing short of a tragedy at eleventh grade," said Clark. "These students simply lack the fundamental language skills to do even near grade-level academic course work."

What is ELD and why isn't it working?

Kevin Clark believes that vague definitions and mixed messages about ELD have contributed to the staggering number of students who reach intermediate English proficiency, then stop progressing. "We talk about it, ask teachers to implement it, require

administrators to monitor it, and buy materials for it, but does anyone really know what ELD is?" he asks.

Part of the problem is that we've tended to define language as a theoretical process, rather than as a set of skills to be taught, and this has led us to think of language instruction in the same way. We believe that language is a naturally occurring aspect of being human that enables us to communicate, but that doesn't help us answer the question, "How do we *teach* it?" We know how we learned our own first language and recognize that the brain is good at finding patterns, so we've allowed a natural approach to language instruction to dominate our schools, hoping our English learners "will just figure it out."

"We've made the mistake of thinking that something that takes a lot of time in the natural environment—learning a first language—can be replicated in a school classroom with just 30 minutes of daily instruction," says Clark. Current research, and our own experience, is telling us that this approach is not working.

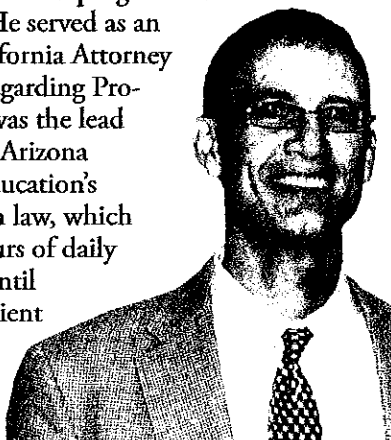
English is a foreign language for our second-language learners and it must be explicitly taught if we expect students to achieve beyond a third-grade level. This requires schools to more clearly define ELD and to provide teachers with additional guidance on *how* and *what* to teach. Specifically, Clark believes that ELD programs must:

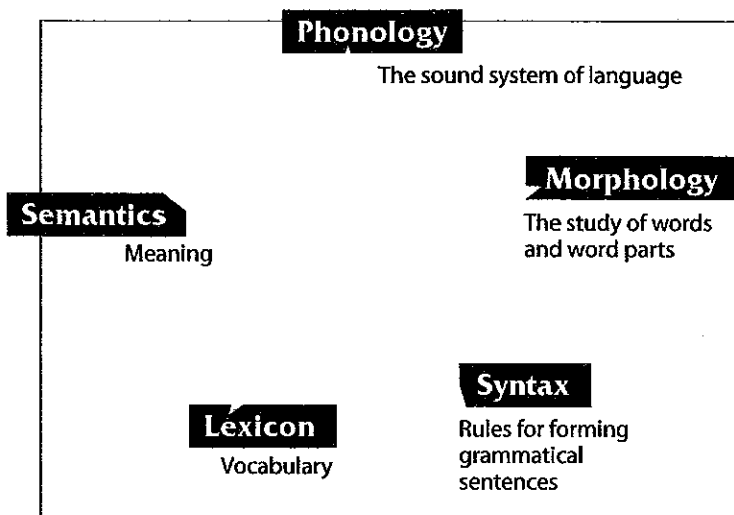
- Allow sufficient time for English language instruction and teach it directly and explicitly.
- Provide discrete language skill instruction—pronunciation and decoding, word and sentence structure, parts of speech, etc.
- Teach to a skills-based hierarchical syllabus that "makes sense" of the English language and supports the learning process.
- Develop foundational English language skills before grade-level content.

Increasingly, schools, districts, and even some states are using guidelines like these to re-orient ELD for greater effectiveness. Arizona, where Clark has consulted on English immersion, provides one such example. Here, ELD is mandated for four hours per day until a student is classified as English proficient. A state task force was

About Kevin Clark

Kevin Clark is the president of Clark Consulting and Training, Inc., a California-based organization that has provided services to schools and districts across the country since 1989. Much of Clark's work focuses on helping schools design, implement, and evaluate educational programs for English learners. He served as an adviser to the California Attorney General's Office regarding Proposition 227 and was the lead consultant for the Arizona Department of Education's English immersion law, which mandates four hours of daily ELD instruction until students are proficient in English. ♦





formed to give teachers specific guidance on what to do during this four-hour time span. They began their work by clarifying the definition of ELD:

ELD is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation – the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).

The Arizona task force also specified the amount of time each element should be taught, the teaching methods to be used, the order in which to teach language skills, and how to monitor student progress.

Clark described Arizona's components of ELD as "linguistics 101" and illustrated them as the five points on a language star. Each point on the star is a core element that is fundamental to learning English and should be explicitly addressed during core ELD instruction. (A short video of Kevin Clark explaining these components is posted on the SCOE website, www.scoe.org.)

Kevin Clark's description of how ELD instruction is structured in Arizona made sense to a number of Sonoma County educators who are seeing their own students become "stalled intermediates." With support from the Sonoma County Office of Education, these teachers have begun to purposefully integrate phonology, morphology, syntax, lexicon, and semantics into their ELD programs.

This Aiming High Resource brief captures some of the research and experiences these local educators

have brought together to advance this work. By directly teaching the five linguistic components of English, they hope to help their students continuously advance in language proficiency and to decrease the number who plateau in their learning.

Phonology: Tuning the ear to the sounds of English

All second-language learners need to be able to hear the structure and sound of words spoken in English. Teachers can address this need through lessons that show how spoken language can be separated into smaller units—sentences into words, words into syllables, and syllables into phonemes (the smallest unit of sound). By using rhyme, alliteration, sentence segmentation, syllable blending and segmenting, onset-rime blending and segmenting, and phonemic awareness, teachers can help English learners "tune their ear" to the sounds of English and build understanding of how those sounds are organized and used. Instructional activities that tune the ear are generally independent of printed words. In fact, you might say that they can be done in the dark.

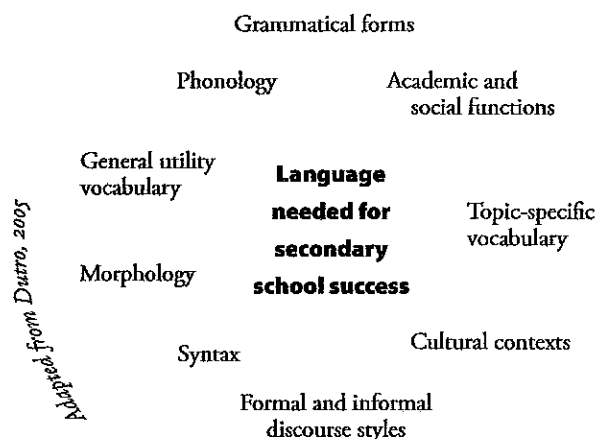
Developing sound sensitivity involves both the "big picture" of spoken language—sentences, words, and syllables—and the awareness of individual sounds or phonemes. Helping students understand how words are composed of sounds, and how to manipulate those individual sounds into spoken language, is one of the most difficult and important skills in this area of language instruction. In particular, explicit and direct instruction that teaches the phonology elements of English that don't naturally occur in the students' primary language is critical. Students also need guidance to develop the ability to listen for and hear the subtle differences of our spoken language.

For example, teaching sound-symbol relationships between *b* and *v* can help students overcome one of the "tricky differences" between English and Spanish. In Spanish, both of these letters represent the /b/ sound. If English learners have had instruction associating sounds to letters in Spanish, they won't be familiar with the /v/ sound. Specific, direct instruction on how to make these sounds (that is, how to form the mouth and position the teeth and lips to correctly produce the sound), as well as

An ELD model for grades 6-12

The components of ELD described by Kevin Clark are aligned with the California Department of Education publication due out this fall, *English Language Development: Issues and Implications at Grades 6-12*, by Susana Dutro and Kate Kinsella, Ed.D. In this document, the authors describe the components of English language instruction as shown below.

- **Phonology**, the individual sounds of a language. Examples: /th/ or the subtle differences between long-i and short-i.
- **Morphology**, meaningful parts that comprise words. Examples: un-, dis-, -struc-, -able, -ology
- **Vocabulary**, knowing the meanings of both general utility words and topic-specific words. Examples: characteristic, produce, integer, simile, plasma
- **Syntax**, how words are ordered to generate sentences. Examples: subject-verb-object, dependent clauses
- **Formal and informal discourse styles**, including language for different disciplines, genres, and settings. Examples: scientific inquiry, expository writing, informal social event, classroom discussion
- **Academic and social functions**, responding to the cognitive task at hand. Examples: giving directions, comparing a book and movie, stating a position and supporting it with evidence ♦



instruction to associate the sounds with their symbols, will greatly benefit native Spanish speakers.

A second sound-symbol correspondence that can be difficult is the *th digraph*. Not only do these two letters make one phonemic sound when combined, but the sound varies in different English language words. In the word *think*, the tongue is held against the upper teeth and air is forced through and out the mouth. In the word *the*, less air exits the mouth and there is a vibration in our throat to create this sound. Students learning English must be able to hear the difference between these two sounds, be taught how to make them, and learn when each sound occurs.

One instructional routine for guiding English learners to distinguish contrasting sounds involves the use of minimal pairs (see box, next page). Minimal pairs are words that differ in only one phonological element—they have one contrasting sound surrounded by similar sounds. For example, *base* and *vase* are minimal pairs, as are *tap* and *top*, and *bead* and *beat*.

Activities involving minimal pairs are one way to equip students with the knowledge of sounds that they need to comprehend speech and support decoding. Vocalized reading and jazz chants are two additional strategies.

Morphology: Learning the parts that comprise words

Morphology is the study of words, including how words are built or changed to create different meanings. With a first language, the rules and patterns for building words are learned throughout childhood from the process of “error correction” by parents, family members, and friends. Second-language learners in our schools can’t be expected to discover the rules of English in this way, nor do they have the luxury of time that’s needed for this method of learning. Their acquisition of English will be greatly enhanced if they are specifically taught how base words combine with affixes and how verbs conjugate in their new language.

One way that teachers can support this area of language learning is by creating ELD lessons focused on affixes. This example of an instructional routine that is being used by Sonoma County teachers illustrates one strategy for highlighting affixes in ELD lessons:

Activity using minimal pairs

Begin by using a T-chart or Tree Map to create a graphic organizer for the contrasting target sounds. Write sample words on the chart, then add pictures, objects, or action demonstrations to illustrate the words you share with the class.

Say both words in the minimal pair (repeat as needed), emphasizing the contrasting sound as you point to the pictures and letters that make the sounds.

For consonants, demonstrate the differences in placement of tongue, teeth, and lips and the volume of air needed to produce each sound. Explain what you do to form the sound. Have students practice, using a mirror if appropriate.

For vowels, demonstrate the shape of the mouth as you make the sound. Have students practice via choral responses or with partners.

For voiced/unvoiced distinctions, ask students to cover their ears and note the difference between the sounds. Have students practice.

/t/	/ch/	/p/	/t/
<i>time</i>	<i>chime</i>	<i>map</i>	<i>mat</i>
<i>top</i>	<i>chop</i>	<i>sip</i>	<i>sit</i>
<i>talk</i>	<i>chalk</i>	<i>pop</i>	<i>pot</i>
<i>tick</i>	<i>chick</i>	<i>cup</i>	<i>cut</i>
<i>two</i>	<i>chew</i>	<i>sweep</i>	<i>sweet</i>

Continue modeling and adding words to the chart using word or picture cards, practicing the sounds, and identifying the correct column placement.

Revisit the chart multiple times and provide additional daily practice before moving to an independent activity.

Create a sorting chart for independent, partner, or small group practice. For more advanced students, include several sets of contrasting sounds.

Monitor independent work to gauge progress and correct errors. Follow up with more opportunities to practice. ♦

- The teacher begins by introducing one or more prefixes and describing their meanings.
- On a chart, she writes a root word, the prefix, the new word, and a sample sentence.

When teachers use this instructional routine, they limit each lesson to only a few words/word parts at a time and provide sufficient practice opportunities for students to use the new affixes with words they already

Root word	Prefix	Meaning	New word	Sample sentence
happy	un-	not, opposite of	unhappy	The boy is unhappy because it is raining.
view	re-	again, back	review	The umpire will review the play.

She has the students repeat the words and sentences in choral responses, then asks them to turn to an elbow partner and repeat the sentence (students can refer to the chart).

- The teacher directs the students to think of another sentence using the new word and *say* it to their partner. She monitors partner practice, listening for good examples, then calls on several students to share their sentences. She writes the sentences on the board for students to reference.
- The teacher shares other words that use the prefix, then has the students create new sentences with the target words and *write* them in their notebooks. The students must read their sentences to their partner to complete their assignment.

know. Additional examples of words with the target affix are introduced as practice continues over time and

when the lesson is reviewed on subsequent days.

Direct instruction of verb tenses is another key aspect of understanding morphology. Second-language learners tend to master the simple verb tenses fairly quickly, but get stuck when the verb tenses become more complex. To ensure that students reach English language proficiency and can access academic content, it's critical that they be taught the full complement of English verb tenses and have opportunities for oral and written practice. The Verb Study Routine (see box, next page) can be adapted and used for this purpose, keeping in mind that there are 12 verb tenses every English learner must master, plus wording variances for declarative, negative, and interrogative statements.

Syntax: Understanding how words form sentences

The study of syntax focuses on the arrangement of words, including the rules about how to combine words to form grammatical sentences. ELD instruction should expose students to grammatical forms and structures, provide clear explanations about how they are used,

and engage students in using them in a variety of meaningful speaking and writing activities.

When learning a second language, students begin speaking and writing in phrases, progress to simple sentences, then advance to compound and complex sentences. Activities emphasizing sentence construction—the taking apart and putting together of sentences—can help students learn proper sentence

structure. This is particularly important for students who are stalled at the intermediate level of language proficiency. To move beyond their language plateau, they must know how to read and interpret academic texts that use complex grammar and to write using similar grammatical structures.

Using graphic organizers to learn about sentence construction provides an instructional routine that helps students move from forming simple to complex sentences and increase their use of academic English (see examples, page 8). It can be applied to sentences formed from singular nouns and verbs, then progress to well-developed noun and verb phrases by adding adjectives, adverbs, determiners, and prepositional phrases. As additional grammar elements are introduced, the complexity of the graphic organizers—and the sentences they represent—increases.

Following an “I do it, we do it, you do it” format, teachers can model how to use the graphic organizer to construct sentences, then guide the class in building sentences together. When students are ready for individual work, they can construct their

Verb study routine

- Begin by choosing a verb tense based on students’ proficiency level. Prepare example sentences and sentence frames for student use.
- Write the command/imperative form of a verb on the board: *Write*
- Review the purpose of the verb tense, “Today we will work with the present progressive verb tense. When we speak or write in present progressive, we use the helping verbs *am*, *is*, or *are* with an action word ending in *-ing*. These helping verbs show that something is happening at the time we are making the statement.”
- Say and write an example: *I am writing a sentence.*
- Ask the students to repeat the sentence chorally.
- Read the sentence again while pointing to the words.
- Write the verb *sit*, then sit down and write: *I am sitting down.*
- Ask a student to stand up, then sit down, and ask, “What are you doing right as you bend and sit?” *I am sitting down.*
- Ask all the students to stand and sit, then repeat the sentence: *We are sitting down.*
- Repeat for additional singular and plural examples, modeling the sentences by writing on the board and having students repeat the sentences chorally.
- Guide students in writing sentences by giving them a verb and the person or persons to be represented: *Juan and Imelda are walking to the door. Maria is standing by her desk.*
- Continue to write model sentences on the board and monitor students’ written responses for correctness.

Note that this routine provides a natural opportunity for review and practice of pronouns while reinforcing the verb tense. *I am writing. You are writing. We are writing.* It can also be used to review several verb tenses at once. In that case, the routine would move more quickly and alternate between verb tense examples, helping students distinguish the differences in meaning and word construction between the tenses. ♦



At Washington School in Cloverdale, Miguel Torres gives a "thumbs up" each time Christian Figueroa uses a signal word in the compare-and-contrast sentences he is reading.

own sentences by working in pairs or independently. Opportunities for both oral and written practice must be included.

Once students learn to form sentences, they should be actively encouraged—or even required—to speak in full sentences. This one activity can make an incredible difference for second-language learners who too often respond in class with single-word answers or short phrases. Last spring, Waldo Rohnert School in Cotati-Rohnert Park Unified experimented with this idea when the *entire* staff agreed to require complete sentences for student responses. Across the school, teachers found that as they uniformly expected complete sentences in all classrooms, students had more opportunities to practice and the level of academic response increased.

Semantics & Lexicon: Knowing words and using them appropriately

Language acquisition also requires students to understand and be able to use general and academic vocabulary in both formal and informal discourse. This means that students must learn the words and word usage appropriate for specific applications—knowing, for example, that describing something to a friend requires different vocabulary and language than presenting a position in class and supporting it with evidence. They must also learn the cultural nuances that word usage and expressions carry in spoken and written language.

Vocabulary instruction is a key aspect of this component of language learning. Research has found that students' general vocabulary knowledge is a good predictor of whether or not they will understand a written text. Due to its strong link to comprehension, vocabulary knowledge can affect students' overall success in school.

The most effective vocabulary instruction is carefully thought out and planned. When teachers develop vocabulary lists for ELD or content area instruction, they should consider these questions: How useful is the word? How important is it? How does the word relate to other words and concepts that students know or are learning?

But instructional activities that build students' knowledge of words and increase their vocabulary involve much more than word lists. The ability to know and understand the meaning of words is greatly enhanced when teachers focus on these areas of word instruction:

Word knowledge	Students practice identifying the meaning of ... <ul style="list-style-type: none"> ■ Synonyms ■ Antonyms ■ Homophones ■ Homographs
Morphemic elements	Students practice identifying the meaning of ... <ul style="list-style-type: none"> ■ Prefixes ■ Suffixes ■ Root words
Word meaning	Students practice using prior knowledge, references, and inferences to identify the meaning of words. Instruction highlights ... <ul style="list-style-type: none"> ■ Glossary use ■ Dictionary use ■ Compound words ■ Multiple meanings ■ Idioms ■ Analogies
Word analysis	Students practice categorizing, classifying, and identifying similarities and differences among words based on ... <ul style="list-style-type: none"> ■ Noun endings ■ Verb endings ■ Word origins
Words in context	Students practice identifying the meaning of words by using ... <ul style="list-style-type: none"> ■ Context clues ■ Text structure (descriptive, expository, persuasive, etc.)

Students can also develop academic vocabulary through oral and written activities that call attention to signal words or phrases. For example, middle school teacher Jackie Rose used "signal word charts" to increase the variety and complexity of words used to compare

Simple sentence
CELDT levels 1-2*Subject**Predicate**Punctuation*

Lions

hunt

.

Sentence construction**Compound**
CELDT levels 2-4*Subject**Predicate**Conjunction**Subject**Predicate*

Female lions

hunt

and

male lions

protect the pride.

Complex
CELDT levels 3-5*Independent Clause**Dependent Clause*

The lions began their hunt

as sunlight shifted to the western slopes.

and contrast ideas in a summer ELD class in Cloverdale. The lesson began by engaging the grade 7-8 students in an activity that involved comparing and contrasting the characteristics of two shoes. Similarities and differences were discussed as the teacher orally repeated and wrote students' ideas in model sentences. The signal words

in these sentences—*both, same, similar to, in common, different than, in contrast*—were identified and recorded on a chart.

Students then worked in pairs to think of and share a sentence using the target vocabulary and

academic signal words. Following this oral practice, they each wrote a paragraph comparing and contrasting two items using the academic signal words from the chart.

The next partner activity was designed to ensure active engagement of all students. As one student read a paragraph, the other student signaled a "thumbs up" for each signal word used. The teacher also gave each student the opportunity to read their paragraph to the class as the rest of the students listened and tallied the use of the signal words. Throughout this lesson,

the teacher provided ongoing encouragement and positive feedback—and the class was engaged and enthusiastic. When Mrs. Rose told them they were all "college bound," the students responded with self-conscious laughter, yet the exchanged looks also expressed hope and possibility.

As Kevin Clark points out, *teaching English* is vastly different from teaching *in English*. Strengthening English Language Development (ELD) instruction can stimulate "stalled" students and keep them advancing on the English language proficiency continuum. By incorporating the ideas from his five-point linguistics star, teachers in both elementary and secondary classrooms are getting a better sense of what and how to teach English to second-language learners. The clarity and structure of the model are being praised by educators who recognize the importance of providing efficient and effective language instruction to English learners. ♦

Vague definitions of ELD have contributed to the staggering number of students who reach intermediate, then stop progressing

This publication was developed by the Sonoma County Office of Education in support of Aiming High
For information, contact Patty Dineen, pdineen@scoe.org



5340 Skylane Boulevard
Santa Rosa, CA 95403

(707) 524-2600 ■ www.scoe.org

Supplement not supplant webinar – 12-11-08

Two tests:

- An LEA uses Title III funds to provide services that the LEA is required to make available under State or local laws, or other Federal laws.
 - Title III funds can provide teachers that are above and beyond what is required under state or federal funds
- An LEA uses Title III funds to provide services that it provided in the prior year with State, local, or other Federal funds. This assumption may be rebutted if it can prove that it would NOT have provided such service if Title III funds were not available. (i.e., books that were purchased with local funds one year but used Title III funds the next year—would only be allowed if they could “prove” that local funds were not available)
 - Any determination about supplanting is very fact specific and is difficult to provide in general terms.

Questions to Ask when considering whether Title III funds can be used without violating supplement/not supplant requirement

- What is the instructional program/service provided to all students?
- What does the LEA do to meet Lau requirements?
- What services is the LEA required by other federal, state, local, and federal funds?
- Was the program/service previously provided with state, local, and federal funds?

Based on the answers to the questions, would the proposed funds be used to provide an instructional program/service that is in addition to or supplemental to an instructional program/service that would be otherwise provided to LEP students in the absence of a Title III grant.

Question:

May Title III funds be used to pay the salaries of teachers of sheltered English? Depends on whether it's supplemental to what students would receive in the regular classroom and if this had been offered previously with state, federal or local dollars. (ex. Classes in language arts are required. Lau requires districts to make this accessible to ELL students. Ex—okay to use Title III—if a student participates in a 90 minute reading block. The ELL teacher provides instruction above and beyond what is in the required reading block as part of the core instruction program).

May Title III funds be used to pay the salaries of teachers that teach in a language instruction educational program that uses an ESL pull-out approach? (Still depends on whether it's supplemental to what students receive in the regular classroom. If that teacher teaches during a time when the student is NOT receiving regular English language instruction; it would be okay).

May Title III funds be used to purchase laptops and computers? Would only be able to be used for Title III purposes. Software to access English would be okay if local funds have not been used previously.

May Title III funds be used to support the salaries of bilingual psychologists, social workers, and guidance counselors? Refer to framework questions. Does the LEA provide counselors in general? Does the LEA provide bilingual counselors? Are bilingual counselors required under other state laws? Were these positions funded locally prior to Title III? (Example—to lower the counseling ratio for ELL student caseloads, and the students receive counseling services on top of bilingual counseling, it could be okay).

Questions from webinar participants:

May paraprofessionals who are paid for with Title III funds be used as interpreters for parent/teacher conferences?

Ex—the district provides translators for 2 parent conferences/year and Title III uses translators for additional teacher meetings that are above and beyond the 2 parent conferences.

Can Title III funds to be used to purchase supplemental textbooks for ELL students in the content classroom? Refer to the 4 questions. It often depends on whether or not the district has purchased them in the past with state or local funds.

When talking about previous years' uses of funds—are you talking about 1 year prior or how far back does it go? There are no USDE guidelines. First look at prior year—but then you would have to look at years before. Again—it can be rebutted—would look at reasons why you funded it in the years prior to the last year and why you no longer fund it with state or local dollars.

Will USDE provide an FAQ along with examples of appropriate use of Title III funds? Difficult to write examples as they are so case specific. Work through those questions with the state Title III coordinator. Then if there are still questions, work through your Program Officer.

If there are questions where SEAs want technical assistance, send it to your program officer.

Florida Center for Reading Research

Language for Learning

What is Language for Learning?

Language for Learning (a revised version of SRA's Distar Language I program) is a language program designed to teach pre-kindergarten children the statements, concepts, and words that will be beneficial to them in a classroom setting. The program uses an explicit instructional approach, entailing scripted lessons, signaled responses, immediate error correction, cumulative review, and mastery learning to teach the language of instruction and reading. *Language for Learning* is comprised of six learning groups: Actions, Descriptions of Objects, Information and Background Knowledge, Instructional Words and Problem-Solving Concepts, Classification, and Problem-Solving Strategies. These groups are divided further into several strands with related concepts. A typical daily lesson might include a number of exercises drawn from any or all of the strands. The teacher directs the lessons, including a practice workbook page that accompanies each lesson, to small groups of children. One lesson lasts for 30 to 50 minutes although it can be taught in smaller sections. As the children progress through the program, the lessons become longer and may need to be taught on several days.

The materials in the *Language for Learning* program include a teacher's guide, four presentation books with corresponding workbooks for each child, language activity masters, assessment books, a box of picture cards, and a behavioral objectives booklet. Also included is a Spanish to English presentation book that provides directions and explanations for non-English speaking children before they begin a new exercise in English. A detailed scope and sequence includes the purpose of each activity and a description of the behavior demonstrated when the skill has been mastered.

The placement test is individually administered to each child to determine group placement in the program. At ten or twenty lesson intervals, criterion-referenced assessments are administered to monitor progress in the program. For children who do not score 90% or higher on the assessments, there are suggestions in the Assessment Handbook for how to provide additional help.



How is Language for Learning aligned with Current Reading Research?

Language for Learning is a pre-reading program that emphasizes receptive and expressive oral language skills. It does not encompass phonological awareness or print knowledge skills. The program only focuses on one of three key early reading areas: oral language. *Language for Learning* systematically teaches commonly used vocabulary words that the authors believe will be useful in the school and community settings. For example, the Information and Background Knowledge strand contains pictures and vocabulary for: Names, School Information, Part/Whole Relationships, Days of the Week, Materials, Common Information, Months of the Year, Locations, and Seasons. To promote oral language development, teachers follow a script designed to tell them what to do and say and how to expect the children to respond. To illustrate, one exercise, involving the prepositions "on" and "over," directs the teacher to show the children a picture, point to different objects, and ask the children specific questions. The children orally respond by answering the question or repeating part of

what the teacher said. This excerpt from Lesson 31, Exercise 5 is typical of the choral response and visual images that accompany each new vocabulary word.

Teacher: "We're going to talk about this picture."

Teacher points to a leaf and asks, "What is this?"

Children respond: "A leaf"

Teacher points to the dog and asks, "What is this?"

Children respond: "A dog"

Teacher: "One of these leaves is over the dog."

Children respond: "Yes" or "No"

Teacher: "Everybody, where is this leaf?"

Children respond: "Over the dog."

Teacher: "Say the whole thing about where this leaf is."

Children respond: "This leaf is over the dog."

Each lesson involves a high degree of directed verbal interaction between the teacher and child with new concepts introduced in small increments and applied immediately with different examples. The teacher provides immediate feedback by praising the child's response or modeling the correct response then providing another opportunity to respond. While all the exercises begin with an opportunity to respond chorally, they end with individual turns to respond. Using the correction procedures and reteaching the material are a critical part of each lesson in order to teach to mastery. Once the child has learned a new skill in one strand, that skill is applied to other, more advanced concepts. Following these activities and a short workbook page to reinforce the learned skills, the lesson ends with an expanded language activity and a story written especially for the program. These stories are meant to review and consolidate the isolated skills taught in the lessons. The language activities consist of finger plays, poems or songs. The *Language for Learning* stories offer limited opportunities for the children to be involved. For instance, they may be asked to repeat in unison a short phrase or to answer several comprehension questions after listening to the entire story. Repeated readings of the stories are included but they always do the same activity and fail to give the children experience in using their expressive language skills to discuss or tell about the story. According to one research-based approach, book reading activities shown to advance vocabulary knowledge and mean length of utterance in the language of preschool children, is an interactive form of shared reading (e.g., dialogic reading). At first, the teacher reads and the child listens but the roles shift until the child becomes the storyteller and the teacher, an active listener. This process occurs by prompting the child to expand on their responses to the story. In this way, the child has many opportunities to develop oral language skills. This type of interactive shared reading promotes oral language to a greater extent than traditional shared reading in which the child is a passive participant (Lonigan et al., 1999; Whitehurst et al., 1988).

After 5 lessons, a school-home link is provided through a newsletter in English or Spanish. The information includes what the child has recently learned and how to strengthen those skills using the follow-up activities described in the newsletter. This program focuses on teaching young children the correct word to label an object, an action, and a common event. Other oral language activities that provide opportunities for the children to converse with each other and listen to books as a means of fostering oral language are not included.

Language for Learning offers teachers a 3-hour training session that covers the program's scope and sequence and gives them practice in teaching using Direct

Instruction. On-going professional development and coaching is provided through school visits on the following schedule: year one-3 visits; year 2-two visits; and year 3-one visit.

Research Support for Language for Learning

Language for Learning is based on the Direct Instruction method for which there is some empirical support (Becker & Gersten, 1982; Lloyd, Cullinan, Heins, & Epstein, 1980; Lloyd, Epstein, & Cullinan, 1981).

A recent study in a peer-reviewed educational journal focuses on *Language for Learning* specifically. Waldron-Soler et al. (2002) conducted a study of the effects of the implementation of *Language for Learning* with 28 typical children in two separate preschool settings. All 12 children in one school formed the *Language for Learning* group and 16 children in the second school comprised the control group. Random assignment was not used in forming these groups. Initially, the instructional groups for the *Language for Learning* program consisted of one to four children; however, after four weeks all children received one-on-one instruction. Attendance was different between the treatment and control groups with most children in the treatment group attending 5 days per week and children in the control group attending between two and four days per week. All children were pre-tested and post-tested on the Peabody Picture Vocabulary Test-Third Edition (PPVT-III), a measure of receptive language, and the Expressive Vocabulary Test (EVT), a measure of expressive language. Results indicate that the groups were equivalent on both measures at pretest. After 15 weeks of intervention (on average 30 lessons), the *Language for Learning* group scored significantly higher than the control group on the PPVT-III but no significant difference was found on the EVT. Although the children who participated in *Language for Learning* achieved higher scores in receptive language, such growth cannot be attributed to the program. Given that all treatment children attended one school whereas all control children attended another school, the results are fully confounded by school and teacher influences. Further, differences in attendance and other child characteristics may have contributed to the group's different performances.

As of the date of this report, the *Language for Learning* program has not yet been evaluated in a study with a strong experimental design.

Strengths & Weaknesses

Strengths of *Language for Learning*:

- *Language for Learning* fills an important niche in the pre-reading development of children with inadequate language skills.
- Little teacher preparation is required, as lessons are completely scripted.
- Individual progress monitoring for each child is recorded on a skills profile folder.
- The content of the *Language for Learning* curriculum is specifically written to be useful in educational settings.
- Teachers have the option of teaching children who are able to progress more quickly at an accelerated rate by only teaching starred exercises in each lesson.

Weaknesses of *Language for Learning*:

- Some teachers find it difficult to adapt to the repetitive style of instruction and emphasis on carefully following a script.
- There are no data that support the effectiveness of *Language for Learning* with preschool children.

Which Florida districts have schools that implement Language for Learning at the Pre-K level?

Escambia	850-469-6130	Leon	850-487-7147
Gadsden	850-627-9651	Miami-Dade	305-995-1430
Jefferson	850-342-0100	Sarasota	941-927-9000
Lee	239-337-8301	Taylor	850-838-2500

For More Information

<http://www.sraonline.com/index.php/home/curriculumsolutions/di/languageforlearning/106>

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Lead Reviewer: Mary VanSciver, M.S. and Carol Robinson, Ph.D.
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Please send comments about this report to Marcia L. Grek, Ph.D.: reports@fcrr.org

Florida Center for Reading Research

Lexia Reading

What is Lexia Reading v5?

Lexia Reading version 5 is a supplementary software program designed to help students, age 4 through adult, acquire and improve basic reading skills. It is intended to complement a strong core curriculum that includes the five components of reading. This program is an enhanced version of the three Lexia programs: Lexia Early Reading, Lexia Primary Reading, and Strategies for Older Students (S.O.S.), which have been incorporated into one program, *Lexia Reading v5*, with an integrated management and reporting system. The individual programs are still available separately, but *Lexia Reading v5* will be reviewed in this report.

Lexia Reading v5 is intended to support teacher instruction by providing independent practice in phonological awareness, phonics, automatic word recognition, and comprehension. A detailed chart graphically represents how the program is also designed to support the Three Tier Response to Intervention Model of instruction. It is recommended that students use the program for at least three 20-30 minute sessions per week depending on the individual skill level of the student. After an initial introduction to the logistics of signing in and navigating through the program, minimal teacher involvement is required for the students to advance in the program.

The three programs in *Lexia Reading v5* provide a range of skill development beginning with Early Reading for ages 4-6, Primary Reading for ages 5-8, and S.O.S. for ages 9-adult. Each program is divided into two to five levels with approximately 50 to a 100 practice units (activities) in each level. The teacher's guide presents a detailed scope and sequence for the progression of skills in each activity and level. In addition, there is an index of words following a consonant/vowel pattern listed by level, so that the teacher has a resource of familiar words to use in other activities with the students. The activities at each level are presented on a screen that has a solid background, and include appropriate graphics that focus the students' attention on the instructional objective rather than distract them with extraneous visual stimuli. The auditory messages are spoken with a very clear voice that distinctly enunciates the sounds of letters and words.

Lexia Reading v5

Lexia Early Reading consists of two levels designed to increase phonological awareness and basic sound-symbol correspondence. Level 1 activities include rhyming, recognition of initial and final sounds, segmenting, and blending sounds. Level 2 activities were developed to reinforce letter/sound correspondence of consonants, short vowels, and consonant digraphs. A typical lesson for phoneme segmentation presents the name and picture of an object then asks the student to drag down one ball for each sound in the word. Pictures are used throughout other activities in all levels to reinforce meaning.

Lexia Primary Reading has five levels focusing on automatic recognition of pre-primer through third grade high-frequency irregular words in isolation, phrases, and sentences in addition to progressively more difficult phonemic awareness and phonics activities. Level 1 presents phonemic awareness activities involving CVC words, sound/symbol correspondence of initial and final consonants and initial short vowels. Level 2 consists of phonemic awareness and phonics activities involving beginning and ending consonant digraphs and blends in one-syllable words (CCVC and CVCC) and

sound-segmenting skills for CVC words. Level 3 reinforces word attack strategies for recognizing short vowel words with blends, digraphs, and long vowel (silent-e) words. Level 4 introduces activities to decode words with vowel combinations and vowel-r combinations, as well as to review concepts presented in Level 3. Cloze activities at this level require students to read sentences and select words presented in previous activities to complete the sentence; therefore, beginning comprehension skills are required as well. Level 5 adds suffixes and new activities to reinforce the word-attack strategies presented in Levels 1-4. In addition, an activity designed to promote reading for meaning asks students to categorize words and match the words to other affiliated words.

Lexia S.O.S consists of five levels that incorporate a more mature theme for the student activities. Level 1 introduces auditory discrimination of initial short vowels using age-appropriate vocabulary (e.g., astronaut, escalator, index, obstacle, uproar), medial short-vowel discrimination in a word or word part, matching short vowel sounds to key words and pictures to emphasize meaning, sound-symbol correspondence for consonants, consonant blends and digraphs, and visual and auditory discrimination of b, d, and p in initial and final sound segments. These activities are presented first in untimed, then in timed segments based on student performance. The first half of the activities uses real words and the second half offers nonsense words. When the student makes two or more errors, the program offers another activity using the two most frequently missed letters. Level 2 activities add 1st and 2nd grade sight words, and extensive practice on short and long vowel words to reinforce the concept of silent e. Students apply these skills to reading one- and two-syllable words from 2nd grade to above 5th grade level in isolation and then in context. Level 3 introduces vowel combinations, r-controlled vowels, and suffixes. Level 4 presents word attack strategies for two and three-syllable words containing six syllable types (Open, Closed, Silent e, Vowel Combination, Vowel-r, and Consonant-le) and hard and soft c and g. In Levels 3 and 4, paragraph reading of decodable text reinforces the concepts from previous levels. Students select and type in the missing word from a list of words to complete the paragraph. Level 5 introduces structural analysis of multi-syllabic words through word parts such as prefixes, roots, and suffixes. Every unit includes sentences to apply the concepts to contextual material.

The teacher's guide includes a rationale for the program, installation instructions, detailed descriptions of all activities, and instructions for assigning students. The scope and sequence of the Early Reading and Primary Reading programs allow for a seamless transition as students gain basic reading skills. Once a student is placed at the appropriate level and activity based on the teacher's assessment of the student's needs, a recursive branching system that is built into the Lexia software automatically directs a student to the needed level of activity difficulty, depending on the student's responses. Students are given support throughout the activities with cues offered when needed and additional lessons provided when they experience difficulty. If a student commits a given number of errors, the program automatically provides support of some kind in the student's next engagement of that activity. As fewer errors are made, scaffolding is removed and the student completes the activity without it, and progresses to the next level of difficulty. This is done without overt messages to the student, so that the student continues without discouragement. The teacher can turn off the branching system to have a student or an entire class practice a specific activity repeatedly. Teacher alert icons and roll-over features have been integrated into the student interface to inform the teacher when students are struggling with a specific skill.

An electronic reporting system identifies and groups students for appropriate instruction and practice and monitors student performance at the individual, group, class, school, and district levels. *Lexia Reading v5* provides teachers with four types of reports: 1) Skills Report (profiles a student's performance on the activities successfully completed, the ones currently working on, skill areas in need of additional instruction and a detailed report at the unit level), 2) Progress Report (line graphs that illustrate the number of units a student has completed in each level), 3) Usage Report (average weekly minutes of use over a selected range of weeks or months), and 4) Combined Report (summary information from the Skills, Progress and Usage Reports).

How is Lexia Reading v5 aligned with Current Research?

Lexia Reading v5 supports the development of the five components of reading through student practice of previously taught reading skills. However, its practice activities for phonological awareness, phonics, and fluency figure more prominently than vocabulary and comprehension.

In phonics, the focus is on helping students to increase the accuracy and fluency of their word attack and word identification skills through focused practice and application to sentences and paragraphs. Phonics activities are organized in a logical way and progress in difficulty within each level, with easier skills introduced before more difficult skills. Once students can automatically identify and manipulate phonemes and later, affixes within words, they begin to work on meaning to build vocabulary. Fluency and comprehension are supported through activities intended to help students master word-attack strategies in order to advance automatic word recognition skills.

Scaffolding is provided as needed. At Level 3 in Primary Reading, an activity that reinforces the silent "e" delivers feedback in the form of a basketball game. The computer presents the consonants in what will be either a c-v-c or silent -e word, pronounces the desired word, and the student fills in the vowels, deciding whether or not the word requires a silent -e. If he is correct, the ball goes through the hoop and he scores points for his team on the basketball scoreboard. If he is not correct, the ball misses the hoop and a voice says "that's not quite right". After two errors, the word is presented for the student. In other activities, the correct response may be highlighted or fewer choices presented.

Professional development is an important part of the Reading First Initiative. Lexia provides on-site professional development in a two hour session that includes an overview of the Lexia system and its research base, model lessons with the actual software, and hands-on time with the program for the trainees. Reports that are created for individual students and classes are generated by the program, and teachers are taught to interpret these reports and to make data-based decisions for further instruction. Training is also provided using interactive web training tools and access to training materials via the Lexia web site. Ongoing technical support is available for Lexia users.

Research Support for Lexia Reading v5

Some evidence indicates that the Lexia Reading Programs may have a positive effect on the development of phonological awareness and word identification skills in beginning readers and students who struggle with reading. *Lexia Reading V5* has not been evaluated as an integrated program combining all three Lexia skill programs (Early Reading, Primary Reading, and Strategies for Older Students); however, studies

have been conducted on all three programs independently. Research on Lexia Early Reading and Lexia Strategies for Older Students (S.O.S.) was conducted on the identical program content as it exists in *Lexia Reading V5*. The two studies that met the FCRR standards for research designed to examine program effectiveness (see http://www.fcrr.org/FCRRReports/PDF/Research_Criteries.pdf) are summarized below.

In a study of Lexia Early Reading during the 2003-2004 school year (Macaruso & Walker, 2008), six kindergarten classes in an urban public school district near Boston, MA with high numbers of low SES families participated in a treatment/control study using matched classes. The district used a kindergarten model in which the teacher taught both a daily morning and afternoon kindergarten class. For the purposes of the study, three teachers each teaching two classes (one in the morning and the other in the afternoon) had one of their classes randomly assigned to the treatment group using Lexia Early Reading to supplement their regular core instruction while their other class received the core instruction without Lexia Early Reading. Students in the treatment group used the Lexia program two to three times per week for approximately 15 minutes per session over a six month period. There were no significant differences between groups on pre-test skills of Initial Sound Fluency (ISF) or Letter Naming Fluency (LNF) as measured by the Dynamic Indicators of Basic Early Literacy Skills test (DIBELS). Similarly, at post-test, there was no significant difference between groups on the Letter Naming Fluency and Phoneme Segmentation Fluency subtests on DIBELS. However, the treatment group demonstrated significantly higher mean NCE scores than the control group on the phonological awareness subtest of the Gates-MacGinitie Reading Test, ($p=.03$). No differences were found on the other Gates-MacGinitie subsets: literacy concepts, letters and letter-sound correspondences, and listening comprehension. An additional analysis revealed that the effect was particularly large for low-performing students: effect sizes were 1.56 for overall scores and 1.24 for the phonological awareness subtest. Specifically, 8 of the 12 low performers in the treatment group scored above the normed average (50) compared to only 1 of the 12 low performers in the control group. This result suggests that the Lexia program would be particularly beneficial to the students identified as "at-risk" for developing phonological awareness skills.

During the 2005-06 school year, a study examined the benefits of Lexia Strategies for Older Students (S.O.S.) for 42 middle school students in St. George, Utah (Macaruso & Rodman, 2008). Students were placed in the remedial classes on the basis of low scores on the Developmental Reading Assessment (DRA), coupled with teacher referrals. Students who met the criteria for remedial instruction were randomly placed in one of the three classes taught by the same teacher. The teacher then selected at random two classes to be treatment classes, and designated the third class as a control class. All students received 80 minutes per day of instruction with the core curriculum, Language! During this time, the treatment students also used S.O.S. for 20 to 30 minutes averaging 50 sessions over the school year. In this study, comparisons were made between treatment classes receiving Language! plus the Lexia program and control classes receiving Language! without the Lexia instruction. All students also received fluency instruction using Read Right.

An assessment battery consisting of reading, spelling, and oral language measures was administered to students in treatment and control classes at pretest and post-test. The battery contained the following subtests from the Woodcock-Johnson III Tests of Achievement: Word Attack, Letter-Word Identification, Reading Fluency, Reading Vocabulary, Passage Comprehension, Oral Comprehension, and

Spelling. There were no significant mean differences between treatment and control groups on the pretest measures. From pretest to post-test, the treatment group made significant gains on Word Attack, Letter-Word Identification and Passage Comprehension, whereas the control group made significant gains on only one subtest, Passage Comprehension ($p < .01$ for all tests). Using an analysis of covariance that compared group means while holding pretest scores constant showed no significant group differences on the Woodcock-Johnson subtests with the exception for Word Attack which was significant at $p = .03$ for the treatment group. After the intervention, both the treatment and control groups performed similarly except for measures of nonsense word reading.

Conclusion

In sum, the *Lexia Reading v5* program provides practice in the five components of reading, and the design of these materials is consistent with current research suggesting that students who struggle with reading benefit from systematic and explicit practice opportunities. An initial level of research on the use of Lexia's Early Reading and S.O.S. Programs demonstrates increased performance on phonemic and phonological awareness for kindergarten students and decoding skills for middle school students. However, because *Lexia Reading v5* was published in the fall of 2007, there were no research studies meeting the FCRR research standards that evaluated the impact of the *Lexia Reading v5* version of the program on reading growth. Thus, empirical evidence of the effectiveness of *Lexia Reading v5*'s specific program components is not yet available.

Strengths & Weaknesses

Strengths of *Lexia Reading v5*:

- Web-enabled to allow for school-to-home connection.
- Intensive, structured and systematic practice is aligned with research.
- Quick, immediate feedback follows the student's response.
- For the older students, phonological awareness is developed in conjunction with phonic word attack strategies.

Weaknesses of *Lexia Reading v5*:

- None were noted.

Which Florida districts have schools that implement Lexia Reading v5?

Brevard

321-631-1911

For More Information

<http://www.lexialearning.com>

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227 N. Bronough St., Suite 7250 • Tallahassee, FL 32301
<http://www.fcrr.org> • 850-644-9352

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Lead Reviewer: Mary VanSciver, M.S.

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Important Note: FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. Whether or not a program has been reviewed does **not** constitute endorsement or lack of endorsement by the FCRR.

For more information about FCRR go to: www.fcrr.org